

## KINDERGARTEN Grade Level Expectations

These are the core grade level expectations that should be taught and learned during kindergarten based on the McRel standards and benchmarks. They are written from the student point of view. These grade level expectations are aligned with McRel standards and the standards-based progress report. The number listed is in reference to McRel 3rd edition; the number listed for Religion standard is in reference to *By Their Fruits You Shall Know Them*, Lorraine Ozar. Because of students' developmental levels, not all standards are addressed at every grade level. If a standard is not appropriate at a given grade level, it is omitted or it is marked with an NA (not appropriate). **The Iowa Core Curriculum essential concepts have been embedded at appropriate places, bolded, and identified with (ICC). Not all ICC may be appropriate at a given grade level, but by the time a student reaches second grade, all the primary ICC core concepts will have been taught.**

### RELIGION

1. Reads, interprets, and applies Scripture to life.
  - Relates the events of everyday life to the biblical stories of Jesus
  - Recognizes that God's special book is the Bible
  - Participates in religion class\*
2. Presents a reasoned rationale, based on faith and knowledge, for being a Catholic. (NA)
3. Illustrates basic understanding of Catholic dogma and doctrine in light of the "Catechism for the Catholic Church."
  - Increases knowledge about God and one's friendship with Jesus
  - Recognizes the members of the Holy Family
  - Understands that Mary is the Mother of Jesus and also our mother
  - Recognizes that the church is God's family; God is Creator and a loving parent.
4. Demonstrates the importance of sacraments, with an emphasis on the centrality of the Eucharist in the life of Catholics. (NA)
5. Makes moral decisions consistent with Church teachings.
  - Recognizes the differences between right and wrong
6. Illustrates a basic understanding of the history of the Church. (NA)
7. Acknowledges and affirms the diverse cultural expressions of Catholicism.
  - Recognizes that God made each person different and that our differences make each of us special and unique
8. Applies Catholic principles to interpersonal relations (e.g., family, peers, work, society, Church, etc.)
  - Practices Christian action toward others - is considerate\*
  - Is willing to help\*
9. Demonstrates an appreciation for faith community as the way we come to know God (NA)
10. Uses effective community building skills in relating with others (NA)
11. Critiques societal structures in light of Catholic social justice principles and apply to social and personal situations.
  - Practices Christian action toward others - is considerate\*
  - Recognizes the many gifts, talents and abilities that God has provided each of us and that it is important to take care of one's body.
  - Recognizes that God's gift of being created as a boy or a girl is special and good
12. Engages in service to the community (e.g., family, parish, local, national and global) in response to the Gospel call.
  - Practices Christian action toward others - is considerate\*
13. Exercises responsible stewardship for the gift of creation.
  - Practices Christian action toward others - is considerate\*
  - Understands that the five senses help one to appreciate and experience a sense of joy and wonder of God's creation
  - Understands that being a good steward means caring for and not harming animals and plants that are part of God's creation
14. Examines the variety of Christian life styles as ways to respond to the baptismal call to a life of service (NA)
15. Demonstrates the relationship between faith and culture through arts, social sciences, sciences, technology. (NA)
16. Uses appropriate resources to plan and participate in liturgy and other prayer experiences. (NA)
17. Uses a variety of prayer forms (e.g., traditional, spontaneous, devotional, multicultural) to enrich and express personal and communal spirituality.
  - Experiences a sense of joy, wonder, and discovery in prayer, work and play
  - Develops a sense of prayer and celebration of God's gifts.
  - Recognizes that prayer is a special way to talk to God
  - Can recite and use the designated prayers for this grade level on the Prayer/Basic Beliefs and Practices listing. Other prayers of cultural/liturgical significance may be designated by the local site.\*

18. Celebrates the presence of the Sacred in experiences of sacramentals, symbols, and rituals. (NA)
19. Demonstrates an understanding of liturgical seasons and feasts.
  - Increases knowledge of Church's liturgical seasons of Advent, Christmas, Lent and Easter
  - Understands that the church year celebrates the life of Jesus and includes special days to honor Mary and other holy people

## LANGUAGE ARTS

### Writing

1. Uses general skills and strategies of the writing process\*
  - **Uses an effective writing process (ICC)**
  - Dictates language as adult prints and reads it aloud
  - Dictates or writes stories with beginning, middle and end
  - Applies letters/sounds to journal writing\*
  - **Uses knowledge of purpose, audience, format, and medium in developing written communication (ICC)**
  - **Applies writing skills and strategies to communicate effectively in a variety of genres with various audiences (ICC)**
  - **Is able to write on demand (ICC)**
  - **Incorporates technology as a tool to enhance writing (ICC)**
2. Uses stylistic and rhetorical techniques in written compositions
  - Recognizes and prints own name without a model\*
  - Recites name, address, phone number and birthday\*
  - Writes composition to convey basic ideas
3. Uses grammatical and mechanical conventions in written composition
  - Forms letters correctly when printing\*
  - **Adheres to conventions generally established in spelling, punctuation, grammar, usage, syntax and style (ICC)**
4. Gathers and uses information for research purposes. (NA)
  - **Uses writing as a tool for learning (ICC)**
  - **Engages in the information literacy process: accesses, evaluates, and communicates information and ideas (ICC)**

### Reading

5. Uses general skills and strategies of the reading process\*
  - **Demonstrates an understanding of written language and the relationship of letters and words to the sounds of speech (ICC)**
  - Recognizes upper and lower case letters\*
  - Matches upper and lower case letters\*
  - Understands left to right progression\*
  - Uses basic elements of phonetic analysis (e.g., common letter/sound relationships, beginning and ending consonants, vowel sounds, blends, word patterns) to decode unknown words.\*
    - Understands consonant sounds\*
    - Identifies initial, middle, and final consonant sounds\*
    - Understands that letters and letter sounds form spoken and written words
    - Blends sounds (phonemes) to make spoken words
    - Recognizes rhyming words\*
  - **Uses multiple decoding strategies to accurately read words in text (ICC)**
  - Demonstrates comprehension through the sequence of pictures
  - Follows one and two step directions
  - Engages in daily, shared reading
  - **Independently reads a significant number of books and text each year. This reading should include both fiction and nonfiction in a variety of genres (ICC)**
  - **Reads for a variety of purposes and across content areas (ICC)**
  - **Uses a variety of strategies to develop and expand reading vocabulary (ICC)**
  - Uses picture clues and captions for reading comprehension
  - Understands level-appropriate sight words and vocabulary (e.g., words for persons, places, things, actions; high frequency words such as said, was, and where)\*
  - Reads aloud familiar stories, poems, and passages with fluency and expression (e.g., rhythm, flow, meter, tempo, pitch, tone intonation)\*

- **Reads with fluency silently and aloud to support comprehension (ICC)**
6. Uses reading skills and strategies to understand and interpret a variety of literary works
- **Uses a variety of strategies and skills to comprehend and interpret fiction (ICC)**
  - Tells a story verbally, in picture writing, or using inventive spelling\*
  - Orally shares ideas and experiences with others\*
  - Communicates in front of a group\*
  - Comprehends basic plot of simple stories
7. Uses reading skills and strategies to understand and interpret a variety of informational texts\*
- **Uses a variety of skills and strategies to comprehend non fiction and informational text (ICC) i.e., written directions, signs, captions, warning labels, informational books**

### Listening and Speaking

8. Uses listening and speaking strategies for different purposes; listens actively\*
- Makes relevant contribution in class and group discussions\*
  - Asks questions to help clear up personal confusion about a topic
  - **Considers audience and variables in the speaking situation (ICC)**
  - **Produces a coherent message (ICC)**
  - **Participates in a variety of communication situations (ICC)**
  - **Uses appropriate content and conventions for purpose, audience, occasion, and context (ICC)**
  - **Demonstrates use of presentation skills to communicate (ICC)**
  - **Participates appropriately in one-on-one situations and groups settings (ICC)**
  - **Recognizes the role of evaluation in oral communication (ICC)**
  - **Recognizes the role of response in oral communication (ICC)**
- **Listens for information and understanding (ICC)**
  - **Listens for interpretation, analysis, and evaluation (ICC)**
  - **Listens to establish, maintain and enhance relationships (ICC)**

### Viewing

9. Uses viewing skills and strategies to understand and interpret visual media.
- Understands the main idea or message in visual media
  - **Uses a range of strategies to interpret visual media (ICC)**
  - **Applies a variety of criteria to evaluate informational media (ICC)**
  - **Understands how literary forms can be represented in visual narratives (ICC)**

### Media

10. Understands the characteristics and components of the media.
- Knows the various types of media (e.g., newspapers, radio, television, billboards, technology)
  - **Demonstrates an awareness of the effects of visual media on society and culture (ICC)**

### MATH

1. Problem solving - Uses a variety of strategies in the problem-solving process
- Draws a picture to represent a problem
2. Concept of Numbers - Understands and applies basic and advanced properties of the concept of numbers
- **Counts, represents, reads, compares, orders, and conserves whole numbers (ICC)**
  - Recognizes, writes and counts (one-to-one correspondence) through number 20 (recognizes to 100)\*
  - Solves problems by collecting data, making a graph and reading a graph\*
  - **Develops an understanding of whole number relationships, including grouping in tens and ones and apply place-value concepts (ICC)**
  - Can count by fives\*
  - Can count by tens\*
  - Writes a number sentence\*
  - Solves a number sentence using manipulatives\*
  - Understands that a number is a symbol
  - **Sort, classify, and order objects by size, number and other properties (ICC)**

- Sorts objects\*
3. Computation - Uses basic and advanced procedures while performing the process of computation
    - **Estimates the answer to an addition or subtraction problem before computing, and determine whether the computed answer makes sense (ICC)**
    - Estimates by giving sensible answers
    - **Understands fractional parts are equal shares or equal portions of a whole unit (A unit can be an object or a collection of things) (ICC)**
    - Identifies objects that show halves
    - **Develops understandings of addition and subtraction and strategies for basic addition facts and related subtraction facts (ICC)**
    - Adds two numbers to reach a sum of six
    - Subtracts numbers from six
    - **Develops fluency and quick recall of addition facts and related subtraction facts and fluency with multi-digit addition and subtraction (ICC)**
    - Identifies coins (penny, nickel, dime, quarter) and count money up to 12 cents\*
    - Can identify right hand and left hand\*
  4. Measurement - Understands and applies basic and advanced properties of the concept of measurement
    - Tells time to the nearest hour\*
    - **Identifies attributes that are measurable, such as length, weight, time and capacity, and uses these attributes to order objects and make direct comparisons (ICC)**
    - **Estimates, measures, and computes measurable attributes while solving problems (ICC)**
    - **Estimates and measures length using standard (customary and metric) and nonstandard units with comprehension (ICC)**
  5. Geometry - Understands and applies basic and advanced properties of the concepts of geometry
    - **Recognizes and describe shapes and structures in the physical environment (ICC)**
    - Identifies and classifies objects by shape, i.e., square, rectangle, circle, triangle, diamond, oval\*
    - **Composes and decomposes geometric shapes, including plane and solid figures to develop a foundation for understanding area, volume fractions, and proportions (ICC)**
    - Recognizes and continues a pattern\*
    - Creates own patterns\*
    - **Identifies, names, sorts, and describes two- and three- dimensional geometric figures regardless of size or orientation (ICC)**
    - **Describes and specifies space and location with simple relationships and with coordinate systems (ICC)**
    - **Experiences and recognize slides, flips, turns and symmetry to analyze mathematical situations (ICC)**
    - **Uses attributes of geometric figures to solve spatial problems (ICC)**
  6. Data analysis - Understands and applies basic and advanced concepts of statistics and data analysis
    - Understands and uses simple graphs\*
    - **Collects, sorts, organizes, and represents data to ask and answer questions relevant to the K-2 environment (ICC)**
    - **Compares different representations of the same data using these types of graphs: bar graphs, frequency tables, line plots, and picture graphs (ICC)**
    - **Uses information displayed on graphs to answer questions and make predictions, inferences and generalizations such as likely or unlikely events (ICC)**
  7. Probability - Understands and applies basic concepts of probability - NA
  8. Functions and Algebra - Understands and applies basic concepts of functions and algebra - NA
    - **Recognizes, describes, creates and extends repeating and growing patterns such as physical, geometric and numeric patterns and translate from one representation to another (ICC)**
    - **Demonstrates the use of the commutative and associative properties and mathematical reasoning to solve for the unknown quantity in addition and subtraction problems; justify the solution (ICC)**
    - **Understands equality as meaning “the same as” and use the = symbol appropriately (ICC)**
  9. Nature of Mathematics - Understands the general nature and uses of mathematics - NA
    - **Expresses numbers as equivalent representations to fluently compose and decompose numbers (putting together and taking apart) (ICC)**

## SCIENCE/HEALTH

**Earth and Space** - Students can understand concepts and relationships in Earth/space sciences.

1. Understands atmospheric processes and water cycle
  - **Applies and understands observable information about daily and seasonal weather conditions (ICC)**
  - **Applies and understands events around us that have repeating patterns including the seasons of the year, day and night (ICC)**
  - Recognizes the weather of each season
  - Explains how weather affects what we wear
2. Understands Earth's composition and structure
  - Knows that rocks come in different shapes and sizes (e.g., boulders, pebbles, sand)
  - **Applies and understands properties of earth materials (ICC)**
3. Understands the composition and structure of the universe and the Earth's place in it - NA

**Life Science** - Students can understand concepts and relationships in life science.

4. Understands the principles of heredity and related concepts
  - Knows that plants and animals closely resemble their parents
  - **Applies and understands life cycles of plants and animals (ICC)**
5. Understands the structure and function of cells and organisms
  - **Applies and understands the characteristics of living things and how living things are both similar to and different from each other and from nonliving things (ICC)**
  - Observes and recognizes changes in living things
  - Knows the basic needs of plants and animals
  - **Applies and understands fundamental human body parts and their functions (ICC)**
  - **Applies and understands good health habits (ICC)**
6. Understands relationships among organisms and their physical environment
  - Describes and distinguishes among the five senses
  - **Applies and understands ways to help to care for the environment (ICC)**
  - **Applies and understands the basic needs of plants and animals and how they interact with each other and their physical environment (ICC)**
7. Understands biological evolution and diversity of life
  - Knows that there are similarities and differences in the appearance and behavior of plants and **animals**

**Physical Sciences** - Students can understand concepts and relationships in physical science.

8. Understands the structure and properties of matter - NA
  - **Understands and applies observable and measurable properties of objects (ICC)**
  - **Understands and applies characteristics of liquids and solids (ICC)**
9. Understands the sources and properties of energy
  - Knows that the Sun supplies heat and light to the Earth
  - Knows that heat can be produced in many ways (e.g., burning, rubbing, mixing substances together)
10. Understands forces and motion
  - **Understands and applies the positions and motions of objects (ICC)**
  - Knows that magnets can be used to make some things move without being touched.
  - Makes sensible predictions

**Nature of Science** - Students can understand and apply skills used in scientific inquiry.

11. Understands the nature of scientific knowledge
  - Recognizes the difference between objects designed by nature and those designed by humans
12. Understands the nature of scientific inquiry
  - Knows that learning can come from careful observations and simple experiments
  - Examines objects with a hands-on approach
  - Use early childhood tools for investigation
  - **Asks questions about objects, organisms, and events in the environment (ICC)**
  - **Plans and conducts simple investigations (ICC)**
  - **Uses tools to gather data and extend the senses (ICC)**
  - **Uses mathematics in scientific inquiry (ICC)**
  - **Uses data to construct reasonable explanations (ICC)**
  - **Communicates investigations and explanations orally, in writing or through drawings (ICC)**
  - **Follows appropriate safety procedures when conducting investigations (ICC)**

13. Understands the scientific enterprise
  - Knows that in science, it is helpful to work with a team and share findings with others

## Health

1. Knows the availability and effective use of health services, products, and information
  - Knows community resources
2. Knows environmental and external factors that affect individual and community health - NA
3. Understands the relationship of family health to individual health - NA
4. Knows how to maintain mental and emotional health
  - Identifies and shares feelings in appropriate ways
5. Knows essential concepts and practices concerning injury prevention and safety
  - Knows and understands simple safety rules regarding fire, traffic, water, and recreation safety practices
  - Knows how to recognize and respond to emergencies
6. Understands essential concepts about nutrition and diet - NA
7. Knows how to maintain and promote personal health
  - Knows basic personal hygiene habits required to maintain health (e.g., caring for teeth, gums, eyes, ears, nose, skin, hair, nails)
8. Knows essential concepts about the prevention and control of disease
  - Knows signs and symptoms of common illnesses
9. Understands aspects of substance use and abuse
  - Knows how to distinguish between helpful and harmful substances
10. Understands the fundamental concepts of growth and development
  - Understands individual differences in terms of appearance, behavior, etc.
  - Progress report descriptors deal with relevant concepts studied, sharing ideas, handling materials, asking questions and demonstrating curiosity, using science skills for investigation, and using information to draw conclusions.\*

## SOCIAL STUDIES - listed by strands

1. **Political Science/Civic Literacy**
  - **Understand the basic concepts of government and democracy and that the U.S. Constitution defines the rights and responsibilities of citizens (ICC)**
  - **Understand how government affects citizens and how citizens affect government (ICC)**
  - **Understand the United States has a role in current world affairs (ICC)**
  - Demonstrates respect for rights of others, property and authority
  - Establishes healthy relationships with family, friends and community helpers
  - Is aware of safety rules in regard to fire, strangers, ambulance and substance abuse
  - Demonstrates polite manners
  - Assumes responsibility for personal learning and behavior
  - Knows the concepts of justice, fairness, and respecting others
2. **Economics**
  - **Understand the role of scarcity and economic trade-offs and how economic conditions impact people's lives (ICC)**
  - **Understand that the basic nature of economics is an exchange of resources (ICC)**
  - **Understand how governments throughout the world influence economic behavior (ICC)**
  - **Understand people in all parts of the world trade with one another (ICC)**
  - **Understand that changes in technology impact individuals and society.(ICC)**
  - **Understand the universal economic concept of needs and wants (ICC)**
  - Understands that there are different occupations and that men or women can choose them
3. **Geography**
  - **Understand the use of geographic tools to locate and analyze information about people, places, and environments (ICC)**
  - **Understand how geographic and human characteristics create culture and define regions (ICC)**
  - **Understand how human factors and the distribution of resources affect the development of communities and the movement of populations (ICC)**
  - **Understand how geographic processes and human actions modify the environment and how the environment affects humans (ICC)**
  - Verbalizes address, phone number and birth date
  - Knows different forms of transportation

- Knows ways people solve problems cooperatively
4. Historical Understanding
    - **Understand how and why people create and participate in governance (ICC)**
    - **Understand individuals and groups within a society may promote change or the status quo (ICC)**
    - **Understand people construct knowledge of the past from multiple and various types of sources (ICC)**
    - **Understand culture and cultural diffusion affects the development and maintenance of societies (ICC)**
    - **Understand economic needs and wants affect individual and group decisions (ICC)**
    - **Understand relationships between geography and historical events (ICC)**
    - **Understand cause and effect relationships and other historical thinking skills in order to interpret events and issues (ICC)**
    - Understands calendar in days and weeks
    - Knows family history and traditions
    - Progress report descriptors deal with relevant concepts studied, sharing ideas, and making connections between social studies and the world around them.\*
  5. Behavioral Sciences
    - **Understand the changing nature of society (ICC)**
    - **Understand all people have individual traits (ICC)**
    - **Understand interactions between self and the peer group (ICC)**
    - **Understand the relationship of the individual to the components of society and culture (ICC)**

## MUSIC

1. Sings alone and with others, a varied repertoire of music\*
  - Distinguishes and demonstrates difference between loud and soft, fast and slow, high and low
  - Demonstrates ability to echo rhythmic patterns
  - Participates in group singing
  - Participates/contributes in class activities
  - Listens and follows directions\*
  - Distinguishes and demonstrates between speaking voice, singing voice, shouting (outside voice), and whispering voice
2. Performs on instruments alone and with others, a varied repertoire of music
  - Performs on classroom percussion instruments\*
  - Keeps a steady beat\*
3. Improvises melodies, variations, and accompaniments
  - Finds and performs a steady beat orally
4. Composes and arranges music within specified guidelines - NA
5. Reads and notates music - NA
6. Knows and applies criteria to music and musical performances, i.e., swinging and swaying
  - Demonstrates how to respond to characteristic of music (fast/slow and loud/soft) through appropriate movement
7. Understands relationships between music and history and culture
  - Knows appropriate audience behavior

## ART

1. Understands and applies media techniques and processes related to visual arts
  - Demonstrates craftsmanship by coloring neatly, drawing carefully and cutting paper neatly
  - Properly uses and cares for art materials\*
  - Enjoys using different art media
2. Knows how to use structures and functions of art
  - Follows simple instructions, but maintains an imagination while creating art\*
3. Knows range of subject matter.
  - Uses art symbols to communicate and convey ideas
  - Is aware of artists and their work\*
4. Understands the visual arts in relation to history and cultures - NA
5. Understands the characteristics and merits of one's own artwork and the artwork of others - NA

## PHYSICAL EDUCATION

1. Uses variety of basic and advanced movement forms, i.e., walking, running, skipping, hopping

- Demonstrates contrast between slow and fast movement while traveling
- 2. Uses movement concepts and principles in development of motor skills
  - Demonstrates changing direction and force using loco motor patterns
  - Understands a variety of relationships with objects (over/under, behind, through, etc.)
- 3. Understands benefits and costs associated with participation in regular participation in physical activity
  - Is aware of basic body function changes during physical activity
- 4. Understands how to monitor and maintain a healthy enhanced level of physical fitness
  - Participates in vigorous physical activity
  - Accepts own abilities\*
- 5. Understands the social and personal responsibility associated with participation in physical activity
  - Demonstrates the rules of games and activities\*
  - Responds appropriately to a variety of teacher signals for attention
  - Follows directions given to the group\*
  - Demonstrates the willingness to join in an activity\*
  - Demonstrates good sportsmanship\*

**TECHNOLOGY** - References McRel with new NETS standards, updated June, 2007; see standard listing

1. Knows characteristics and computer hardware and operating systems (NETS 6)
  - Knows how to power-up computer, monitor, and start a computer program
  - Knows and is able to use the computer keyboard
  - Knows proper finger placement on home-key rows
2. Knows the characteristics and uses of computer software programs (NETS 6)
  - Practices responsible use of technology systems and software
3. Understands relationships among science, technology, society, and the individual (NETS 1, 2, 3, 4, 5,)
  - Works cooperatively and collaboratively with peers, family members, and others when using technology in the classroom.
  - Demonstrates positive social and ethical behaviors when using technology.
4. Understands the nature of technological design (NETS 2, 4, 5) - NA
5. Understands the nature and operation of systems (NETS 1, 2, 3, 4, 5, 6) - NA
6. Understands the nature and uses of different forms of technology (NETS 3, 6) - NA

**GUIDANCE/HUMAN GROWTH AND DEVELOPMENT** - listed by strands

Working with Others

- Contributes to the overall effort of a group
- Uses conflict-resolution techniques
- Works well with diverse individuals and in diverse situations
- Displays effective interpersonal communication skills
- Demonstrates leadership skills

Self-Regulation

- Sets and manages goals
- Performs self-appraisal
- Considers risks
- Maintains a healthy self-concept
- Restrains impulsivity

Human Growth and Development - derived in part from *Growing in Love*, Harcourt Religion Publishers

- Understands that God made all people and all things; each person is special
- Demonstrates respect for all classmates
- Understands tenets of a safe environment

**SOCIAL/EMOTIONAL GROWTH\***

(All items are referenced on the progress report.)

- Follows directions
- Listens well to others
- Raises hand to speak
- Shares ideas freely
- Accepts responsibility for actions

- Works and plays well with others
- Acts appropriately in group activities
- Works well independently
- Follows school rules and procedures

#### **FINE MOTOR SKILLS\***

(All items are referenced on the progress report.)

- Completes work neatly
- Uses scissors with ease
- Uses glue correctly
- Can button, zip, and tie clothing
- Holds pencil and crayon correctly
- Draws the following basic shapes: square, rectangle, circle, oval, triangle, diamond
- Identifies right hand/left hand
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### **Iowa Core Curriculum - 21st Century Concepts and Skills**

As each Iowa student is provided access to essential concepts and meaningful learning experiences in the core academic content areas, it is imperative that we also look to 21st century skills to build capacity in students so they are prepared to lead productive, satisfying lives. According to Ken Kay, president of the Partnership for 21st Century Skills, the 21st century skills set "is the ticket to economic upward mobility in the new economy" (Gewertz, 2007). Business and industry is providing a very clear message that students need the skills to "work comfortably with people from other cultures, solve problems creatively, write and speak well, think in a multidisciplinary way, and evaluate information critically. And they need to be punctual, dependable, and industrious." (Gewertz, 2007).

The Framework for 21st Century Learning stated, "We believe schools must move beyond a focus on basic competency in core subjects to promoting understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into core subjects" (2007). 21st century skills bridge the knowledge, skills, and dispositions of students from the core academic areas to real life application.

"The primary aim of education is not to enable students to do well in school, but to help them do well in the lives they lead outside of the school."

-Ray McNulty, ICLE  
Iowa High School Summit, December 10, 2007

Descriptions of the new global reality are plentiful, and the need for new, 21st century skills in an increasingly complex environment is well documented. In one form or another, authors cite (1) the globalization of economics; (2) the explosion of scientific and technological knowledge; (3) the increasingly international dimensions of the issues we face, i.e. global warming and pandemic diseases; and (4) changing demographic as the major trends that have resulted in a future world much different from the one that many of us faced when we graduated from high school (Friedman, 2005 and Stewart, 2007). The trends are very clear that each Iowa students will need essential 21st century skills to lead satisfying lives in this current reality.

Descriptions of what constitute essential 21st century skills are plentiful as well. In the 2007 session, the Iowa Legislature established the Iowa 21st century framework as:

- \* civic literacy
- \* employability skills
- \* financial literacy
- \* health literacy
- \* technology literacy

Within this 21st century skill framework are the common strands of learning and innovation; communication, information, and technology; and, life and career skills. The development of the Iowa 21st century essential concepts and skills was a collaborative process engaging the expertise of p — 16 educators, business, and industry representatives. Sources used for this work included the 1991 SCANS report, What Work Requires of Schools, and Framework for 21st Century Learning, from the Partnership for 21st Century Skills. The committee surveyed the literature and endeavored to bring together the common elements of these frameworks. The members have outlined the concepts, dispositions and habits of mind believed essential for success in the 21st century.

The reality of building capacity for the 21st century is that we do not know what the work of the future will be like (Darling-Hammond, 2007) or how technology will influence health and financial issues. The challenge is to prepare students to think critically, to engage in mental activity, or habits of mind, that "use facts to plan, order, and work toward an end; seek meaning or explanations; are self-reflective; and use reason to question claims and make judgments" (Noddings, 2008). It may be that our task is not only to prepare students to "fit into the future" but to shape it. "If the complex questions of the future are to be determined by human beings making one choice rather than another, we should educate youths - all of them - to join in the conversation about those choices and to influence that future" (Meier, 2008)

### **Civic Literacy**

**NOTE:** The Essential Concepts and Skills listed in 21st Century - Civic Literacy are the same as the Essential Concepts and Skills listed in Social Studies - Political Science/Civic Literacy

### **Employability Skills**

#### **Essential Concepts and/or Skills**

##### **Employability Skills**

- **Communicate and work appropriately with others to complete tasks.**
- **Recognizes different roles and responsibilities and is open to change.**
- **Learn leadership skills and demonstrate integrity, ethical behavior, and social responsibility.**
- **Develop initiative and demonstrate self-direction in activities.**
- **Work productively and are accountable for their actions.**

##### **Financial Literacy**

- **Demonstrate the ability to set goals based on wants and needs.**
- **Identify monetary resources and distribution options for those resources.**
- **Demonstrate an understanding of the concept of credit.**
- **Develop awareness that each person has an identity.**
- **Recognize various ways to save and the reasons individuals decide to save.**
- **Distinguish between appropriate spending choices.**

##### **Health Literacy**

- **Understand and use basic health concepts to enhance personal, family, and community health.**
- **Understand and use interactive literacy and social skills to enhance personal, family, and community health.**
- **Recognize critical literacy/thinking skills related to personal, family and community wellness.**
- **Identify influences that affect personal health and the health of others.**
- **Demonstrate behaviors that foster healthy, active lifestyles for individuals and the benefit of society.**

##### **Technology Literacy**

- **Use technology to create projects, identify patterns, and make predictions.**
- **Use a variety of technology tools and media-rich resources to work collaboratively with others.**
- **Utilize predetermined digital resources and tools to answer questions or solve problems.**
- **Use technological resources to investigate given questions or problems.**
- **Understand and practice appropriate and safe uses of technology.**
- **Understand basic technology hardware and software and their application.**